Use Understanding by Design to implement differentiated instruction of the CCSS

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| Differentiation | Text dependent question | Formative Assessment |
| Performance task | Learning  targets | GRASPS |
| Strands | Clusters | Scaffolding |
| Rubric | Analytic Rubric | Holistic rubric |
| Backward Mapping | Minute by Minute Assessment | Essential Ideas |

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| Essential Questions | Data | Rigorous |
| Descriptive Feedback | Close Reading | Concept Based Instruction |
| Relevance | Provide descriptive feedback to students. | Collect data.  (observational,  oral,  written) |
| During lesson implementation, adapt instruction as indicated by assessment results and data. | Reflect on assessment data:  I see…  I learned…  It matters because…  Now that I know, I will change… | Revise/change instruction, texts, materials, assessment. |
| Concept Based Instruction ties multiple skills & standards together. | Well designed performance tasks support process and product. | Learning target sequence supports student success with complex texts and tasks. |
| Learning is not linear. | Rigor = Complexity | Skills are different than tasks. |
| Relevance makes rigor possible.  ~ B. Dagget | Essential understandings and essential questions unify relevant instruction. | Results from minute by minute and formative assessments must be analyzed. |
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| Data gleaned from formative assessments should inform/change instruction not assessments. | Assessment must happen continually, but not intrusively, as part of instruction. | UBD is like birthing a child. You can’t fully understand it until you have gone through it. |
| Instruction and assessment must be focused on skill, NOT TEXTS! | Rubrics make meaningful, descriptive feedback possible. | Access Common Core State Standards documents. |
| Breakdown each standard into  K-U-Dos | Determine skills necessary to Know/Understand/ Do. | Sequence skills into student learning targets. |
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| Develop and sequence student learning targets. | Design/create assessment plan. | Determine how mastery of each target will be assessed. |
| Choose instructional texts/resources that are aligned to student learning targets. | Plan and implement scaffolded and differentiated learning opportunities. | Collect and reflect on data from formative assessments. |
| Make revisions and changes to instructional plans based on data from formative assessments. | Choose instructional activities that are aligned to student learning targets. | Locate or create assessments for ALL student learning targets. |
| Plan process to collect and analyze data from assessments. | Anticipate student misunderstandings and rough spots. | Determine best practice instructional strategies to incorporate into learning opportunities. |
| Locate or create differentiated materials and texts. | Insert minute by minute and/or formative assessment where necessary. | Develop custom lessons using best practices and differentiated materials. |
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